



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3436 E. Rio Virgin Road, Beaver Dam, AZ 86432

Littlefield Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Glenn C. WhiteEagle
Schedule : 07:00 AM to 05:00 PM
Grades : K-5
Web Address : beaverdamelementary@lusd9.com
Phone Number : (928) 347-5796
Fax Number : (928) 347-5795
E-mail : gwhiteeagle@lusd9.com

Mission

We believe all students are capable of learning. As a community of educators we are committed to helping all students reach their full potential by providing them with the necessary educational and social skills to become productive members of society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will be reading at grade level by third grade.
- ü All students will demonstrate at least one year's growth on an annual basis.
- ü There will be a ten percent reduction of office referrals from last year's discipline summary.
- ü Daily Attendance rate goal of 96% or higher per NCLB and district.

Enrollment

October 1, 2005 School Year Student Enrollment : 385
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 290

Instructional Programs

- Ü ESL Instruction
- Ü Reading First & Title 1 Reading
- Ü Special Education
- Ü Gifted and Talented Education
- Ü Full-day Kindergarten
- Ü Music Education
- Ü Tutoring Program
- Ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school will promote citizenship and civic responsibility; provide challenging and meaningful learning experience; demonstrate and reward achievement; report on student progress at least every four weeks; provide special services to students with special needs; record, track and report attendance; distribute all school business information in a timely manner; teach academic curricula as outlined by the State.

Parents

Parents will ensure students are physically and mentally prepared to learn in the school setting; collaborate with school officials regarding learning programs; monitor individual student academic performance; assist school in promoting positive behavioral support services; work with individual teachers in meeting special needs of students; develop, teach, and reinforce school policies and procedures.

Transportation Policy

The school will offer transportation services to students living within designated district boundaries including the following locales: Beaver Dam, Desert Springs/Farm Road, Littlefield, Scenic, Hughes Bench, and Fairview. Students riding buses are expected to follow all school rules in addition to individual bus rules while riding the bus. The school will also provide special transportation services to students when designated in an Individualized Education Program.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	80010	100	100	99	453	453	447	3	3	10	23	23	18	54	54	53	21	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	38935	100	100	99	446	446	447	5	5	9	21	21	19	63	63	55	11	11	17
Male	20	20	40974	100	100	98	458	458	448	NA	NA	11	25	25	18	45	45	52	30	30	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	22	22	34545	100	100	99	432	432	432	5	5	14	32	32	24	59	59	53	5	5	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	16	16	35142	100	100	99	482	482	465	NA	NA	5	13	13	11	44	44	56	44	44	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	35	35	69849	100	100	100	453	453	451	3	3	7	20	20	17	57	57	56	20	20	19
Limited English Proficient Students	14	14	14013	93	93	97	432	432	413	NA	NA	24	43	43	34	50	50	39	7	7	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	34	34	39029	100	100	98	444	444	432	3	3	14	21	21	25	62	62	52	15	15	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	79438	100	100	98	448	448	451	3	3	9	28	28	24	64	64	56	5	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	38775	100	100	99	455	455	457	NA	NA	7	21	21	22	68	68	58	11	11	13
Male	20	20	40560	100	100	97	441	441	446	5	5	12	35	35	25	60	60	54	NA	NA	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	22	22	34297	100	100	98	442	442	434	5	5	14	36	36	31	55	55	50	5	5	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	16	16	34887	100	100	98	456	456	471	NA	NA	4	19	19	15	75	75	63	6	6	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	35	35	69850	100	100	100	449	449	456	3	3	7	26	26	23	66	66	59	6	6	12
Limited English Proficient Students	14	14	13856	93	93	96	436	436	407	7	7	27	43	43	43	50	50	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	34	34	38685	100	100	97	447	447	435	3	3	14	29	29	32	62	62	50	6	6	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	79971	100	100	99	420	420	423	10	10	8	28	28	41	59	59	49	3	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	38974	100	100	99	430	430	437	11	11	5	21	21	33	68	68	57	NA	NA	4
Male	20	20	40895	100	100	98	410	410	410	10	10	10	35	35	47	50	50	41	5	5	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	22	22	34481	100	100	99	417	417	410	9	9	10	32	32	46	59	59	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	16	16	35150	100	100	99	421	421	437	13	13	5	25	25	35	56	56	56	6	6	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	35	35	69713	100	100	100	418	418	429	11	11	5	29	29	39	57	57	52	3	3	3
Limited English Proficient Students	14	14	13985	93	93	97	400	400	382	14	14	18	29	29	54	57	57	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	34	34	38994	100	100	98	416	416	409	12	12	10	26	26	47	59	59	41	3	3	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	80147	100	100	99	479	479	482	8	8	11	20	20	17	55	55	49	16	16	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	39281	100	100	99	485	485	483	NA	NA	9	24	24	17	60	60	50	16	16	24
Male	24	24	40780	100	100	98	472	472	482	17	17	12	17	17	17	50	50	48	17	17	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	29	29	33494	100	100	99	478	478	466	3	3	15	24	24	23	62	62	49	10	10	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	18	18	36122	100	100	99	477	477	501	17	17	5	17	17	10	44	44	50	22	22	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	40	40	69852	100	100	100	488	488	488	5	5	7	13	13	16	63	63	51	20	20	26
Limited English Proficient Students	11	11	12722	100	100	97	453	453	441	9	9	27	45	45	33	36	36	37	9	9	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	24	24	38371	100	100	97	475	475	465	13	13	15	13	13	23	63	63	49	13	13	13
Non-Economically Disadvantaged	25	25	41776	100	100	100	482	482	498	4	4	6	28	28	11	48	48	49	20	20	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	79686	100	100	98	468	468	470	10	10	11	27	27	24	59	59	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	39163	100	100	99	477	477	475	NA	NA	9	28	28	22	68	68	60	4	4	10
Male	24	24	40438	100	100	97	457	457	465	21	21	13	25	25	25	50	50	54	4	4	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	29	29	33299	100	100	98	460	460	452	10	10	17	31	31	32	55	55	47	3	3	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	18	18	35914	100	100	98	478	478	489	11	11	5	22	22	15	61	61	67	6	6	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	40	40	69878	100	100	100	478	478	475	8	8	8	18	18	23	70	70	61	5	5	9
Limited English Proficient Students	11	11	12594	100	100	96	425	425	422	18	18	34	55	55	45	27	27	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	24	24	38095	100	100	97	465	465	452	13	13	17	33	33	32	50	50	48	4	4	3
Non-Economically Disadvantaged	25	25	41591	100	100	99	470	470	486	8	8	6	20	20	16	68	68	65	4	4	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	80372	100	100	99	473	473	475	2	2	4	39	39	30	57	57	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	39452	100	100	99	488	488	488	NA	NA	3	36	36	22	60	60	72	4	4	3
Male	24	24	40836	100	100	98	456	456	464	4	4	6	42	42	37	54	54	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	29	29	33608	100	100	99	475	475	462	NA	NA	6	41	41	36	55	55	57	3	3	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	18	18	36213	100	100	99	466	466	489	6	6	2	33	33	22	61	61	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	40	40	69846	100	100	100	478	478	482	3	3	3	30	30	26	65	65	69	3	3	2
Limited English Proficient Students	11	11	12747	100	100	97	451	451	432	NA	NA	12	64	64	52	36	36	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	24	24	38521	100	100	98	478	478	461	NA	NA	6	50	50	38	46	46	55	4	4	1
Non-Economically Disadvantaged	25	25	41851	100	100	100	468	468	489	4	4	3	28	28	22	68	68	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	79306	100	100	99	473	473	504	19	19	13	40	40	20	40	40	49	2	2	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	38845	100	100	99	472	472	505	18	18	11	41	41	20	36	36	50	5	5	18
Male	19	19	40383	90	90	98	476	476	504	16	16	14	42	42	19	42	42	47	NA	NA	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	36	36	32673	100	100	99	471	471	487	22	22	18	42	42	25	33	33	46	3	3	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	37	37	69020	100	100	100	478	478	510	14	14	9	38	38	18	46	46	52	3	3	21
Limited English Proficient Students	14	14	10291	93	93	96	445	445	458	43	43	38	50	50	34	7	7	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	31	31	37437	94	94	97	472	472	486	13	13	19	52	52	26	35	35	46	NA	NA	9
Non-Economically Disadvantaged	12	12	41869	100	100	100	474	474	521	33	33	7	8	8	14	50	50	51	8	8	27

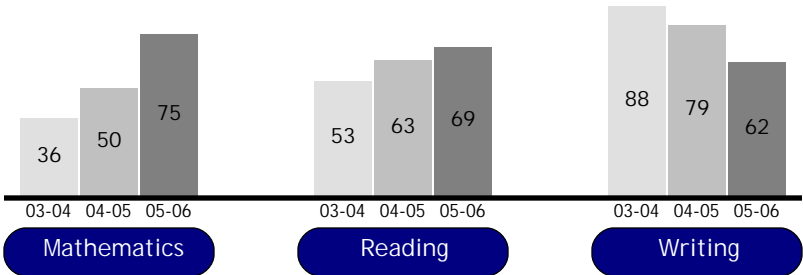
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	79000	100	100	98	462	462	489	16	16	10	42	42	24	42	42	58	NA	NA	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	38774	100	100	99	464	464	494	14	14	7	36	36	22	50	50	61	NA	NA	10
Male	19	19	40150	90	90	98	462	462	485	21	21	12	42	42	25	37	37	55	NA	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	36	36	32508	100	100	98	460	460	472	17	17	15	47	47	33	36	36	49	NA	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	37	37	69009	100	100	100	469	469	495	11	11	6	41	41	22	49	49	62	NA	NA	10
Limited English Proficient Students	14	14	10199	93	93	95	426	426	439	36	36	35	57	57	47	7	7	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	31	31	37234	94	94	97	460	460	472	19	19	15	42	42	33	39	39	50	NA	NA	3
Non-Economically Disadvantaged	12	12	41766	100	100	99	468	468	505	8	8	5	42	42	16	50	50	65	NA	NA	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	79611	100	100	99	461	461	496	21	21	7	49	49	37	30	30	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	39016	100	100	99	468	468	511	14	14	4	41	41	29	45	45	66	NA	NA	1
Male	19	19	40519	90	90	98	453	453	482	32	32	10	53	53	44	16	16	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	36	36	32855	100	100	99	457	457	481	22	22	10	50	50	43	28	28	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	37	37	68947	100	100	100	475	475	504	8	8	4	57	57	34	35	35	61	NA	NA	1
Limited English Proficient Students	14	14	10362	93	93	97	408	408	438	50	50	22	43	43	57	7	7	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	31	31	37626	94	94	98	456	456	479	23	23	10	52	52	45	26	26	45	NA	NA	0
Non-Economically Disadvantaged	12	12	41985	100	100	100	473	473	511	17	17	4	42	42	30	42	42	65	NA	NA	1

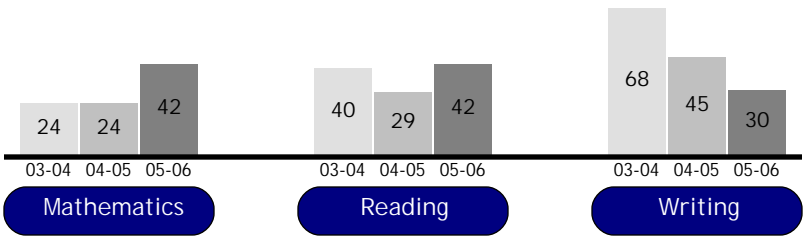
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	66	NA	58	100	42	42	47	100	34	34	46
	Language	86	40	40	50	100	45	45	47	100	41	41	48
	Mathematics	86	65	65	64	100	53	53	50	100	46	46	52
3	Reading	100	43	NA	55	98	44	44	44	100	37	37	46
	Language	100	55	55	61	98	46	46	44	100	43	43	46
	Mathematics	100	44	44	61	98	45	45	51	100	46	46	52
4	Reading	93	35	NA	56	98	39	39	48	98	48	48	52
	Language	93	24	24	52	98	40	40	49	98	54	54	52
	Mathematics	93	46	46	61	98	44	44	53	98	48	48	58
5	Reading	100	60	NA	55	100	32	32	50	100	30	30	56
	Language	100	42	42	49	100	33	33	50	100	27	27	54
	Mathematics	100	53	53	63	100	26	26	49	100	30	30	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Beaver Dam Elementary

School Site Council

Council Composition

- 4 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 3 Community Member(s)
- 3 Student(s)

Council Duties

- Ü vision and mission statements
- Ü yearly calendar
- Ü AYP status and plans
- Ü school facilities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	9	2	0	0
7 to 9 years	2	2	0	0
10 or more years	3	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certification.	04
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	28%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Club Sol (Cultural Diversity)
- Ü Stand Up (Tobacco Prevention)
- Ü Student Council/Gifted and Talented
- Ü Boys Basketball
- Ü Girls Basketball
- Ü Girls volleyball

Social Services

- Ü After school soccer tutoring jjrotc

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü K-5 grades made AYP.
Attendance rate coming up.
Student writeups has dropped drastically.
- ü 90% of certified staff are Highly Qualified now.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school is actively promoting a drug and tobacco prevention program. A local Sheriff's Deputy is in the school on a regular basis teaching the DARE Program to 5th graders. The Mohave County Tobacco Use Prevention Program is also being implemented at the 4th and 6th grade levels. A schoolwide Progressive Discipline Plan is in place and effectively minimizes behavioral incidents.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	glenn white eagle	(928) 347-5796
Transportation Policy	Barlow Quinton	(928) 347-5485
Community Resources	Riley Frei	(928) 347-5486
School Nutrition Programs	Susan Burch	(928) 347-5796
Parent Organization	Nickie McNulty	(928) 347-5796
Student Health/Nurse	Diane Sirikul	(928) 347-5796

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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